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"Brotherhood"

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group. Conformity is fostered by simply encouraging the child to take the way of least resistance (which) very often will be what the group is doing, or what the group approves of, good or bad." Because of this tendency "the approval or disapproval of the class is a ready-made and terrible weapon with which to enforce such discipline as the progressive teacher thinks expedient." Further, "Human beings do not have a collective conscience or a collective mind. When 'majority' becomes a god, moral principle goes out the window. Thus, it is a grave mistake to assume that there is no 'discipline' under the aegis of progressivism. It is the regimentation of the 'group mind' from which pupils need to be freed. The criterion for right is not majority vote.

"WHEN THE CHRISTIAN TEACHER GOVERNS THE PUPILS IN HIS CHARGE HE SHOULD NOT THINK OF THEM AS A 'GROUP' AT ALL. THEY ARE SEPARATE AND INDIVIDUALS—TO BE MOLDED, TO THE BEST OF HIS ABILITY, INTO 'OTHER CHRIST'S.'

Now let us turn to an NCCJ pamphlet "Education in a Transition Community," by Jean D. Grams, Asst. Prof. of Educational Sociology at Stanford, which deals with the "problems" to be faced by school administrators and others when a community has decided to integrate its schools (more properly, when integrationists so decide).

On page 15: "The school is a great socializing institution. Here children learn to get along in the group . . . (p. 23). It has appeared that man, the social animal, needs to feel a part of a group."

One of the deadliest obstacles to integration is the competitive instinct and recognition of pupil achievement. How many gullible parents realize just how far along the path of Marxism their school boards have traveled? In discussing ways of avoiding racial tension in elementary schools on and after the opening day, including "group-planning activities, group sharing," the pamphlet gets down to pure Marxist planning; "School authorities should avoid, during the first weeks of school, the added threat of achievement tests, spelling matches, choosing teams, oral recitations and memorizing, and speed and time tests of all sorts. These kinds of situations have the elements of public failure or public rejections, and can emphasize the lack of some and the differences among groups." (p. 74)

Re-read the above recommendation carefully. It proves, once and for all, what the prime objective is of the NCCJ, the NEA, the progressive educator, the marxist. It is certainly not education, for this is quite impossible under the conditions enumerated above.

Anyone who has read this far, will be rewarded for his interest if he will secure Sen. Nelson S. Dilworth's 16th Report of the California Senate Investigating Committee on Education. Part II of this splendid 290 page report deals extensively with sociometry, psychodrama, and allied teaching methods, and the persons and forces pushing such techniques.

"Human Relations and Audio-Visual Materials," another intergroup pamphlet in NCCJ's series, was written by Jean Grambs, and is a pretty dry recital of how best the teacher may reach the inner mind of the child with motion pictures. Grambs rather brazenly praises the Anti-Defamation League's film "The High Wall," which is so bad even the Catholic War Veteran's (N.J.) attacked it as "pink" (and then recanted under pressure in a matter of hours.); Julien Bryan's work in this field (Bryan's Communist-front affiliations are startling in their implication); a book by the cited Communist-espionage front, the Institute of Pacific Relations; recordings issued by the cited Communist-front, and creature of the ADL, the Institute for Democratic Action. Grambs wrote "A Guide to School Integration," Public Affairs Pamphlet No. 255. Such pamphlets were cited as "pro-Communist and pro-Socialistic" propaganda in TAX EXEMPT FOUNDATIONS, Part I, p. 31.

CUM FILES

Another source of information on a collateral aspect of brainwashing in the public schools, is an article in **American Mercury** (Oct. 1958) entitled "Secret Cum Files—A Leftist Wedge." This article deals extensively with the cumulative (cum) files currently in use in 69,000 schools, files which contain data accumulated secretly by teachers about the student and his parents, from the kindergarten level on. The use to which these files are being put is a violation of the 4th amendment, which forbids "violation of the right of the people against unreasonable seizures, searches, and warrants." Pupil personnel files (now called cum files) are usually subject to personal inspection by parents—as first on the list of those so allowed by state education codes. In practice, however, parents find they must resort to legally-enforced demands to secure this right.

What is in the cum files? What is the connection of the NCCJ with them? Cum files contain pictures of the student from childhood to manhood. IQ ratings based on the degree of conformity of the child to the progressivist regimen and to group-processing, mental health ratings, out-of-school experiences, post-school activities, including marriage, civic activities, and change of address. They contain extensive data on the psychological problems and reactions of the child; anecdotal gossip or induced revelations by the child, of private family matters; finally, complete dossiers on the parents, drawn from parent-teacher conferences. "Manuals instruct the classroom teacher how to draw out the parent conversationally, and how to report revelations culled during the interview." ("Secret Cum Files.") Dual sets of files are kept in some schools—one public, one secret. Fear of libel suits, in part motivates this procedure. When the school recommends that a child be separated from the parents because he is "mentally retarded," i. e., unresponsive to brainwashing, the parent may face a bitter legal fight to



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keep his child from being placed in an institution or foster home. But even worse, a spokesman for the U.S. Department of Health, Education and Welfare called for laws to separate children from parents, so that they can be reared in institutions or foster homes.

Those persons who may legally inspect such cum files, include government employees (whether communist or not), public or private guidance or welfare agency investigators, mental health spokesmen, educators. (This, of course, includes NCCJ-oriented educators and investigators.)

It is quite revealing and coincidental that most recommended books for reading by the NCCJ and available through their local offices are the same identical books by the same authors as are recommended by the Communist Workers Book Shop. There are many methods by which the NCCJ and its adherents may attempt to evade the implications of the massive evidence that is available against them. One is to state that the content of the books recommended by the NCCJ is what counts, not the affiliations of the authors. However, is anyone so stupid as to presume that the Communist Party's Workers Book Shop would sell books that do not follow the Communist Party line, or recommend authors not sympathetic to its position?

Just in one list examined, 28 titles sold by the Communist Party's Book Store were the identical titles recommended by the NCCJ. Thirty-Eight authors were recommended by both sources! Eight of the authors listed, are known Communist Party members.

These are the books that NCCJ, through its church and school activities, are asking you and your children to read, accept and pattern their lives after—books that promote communism. Here is the type of reading matter and teaching material that has produced the "Brotherhood" of racial conflict that confronts us all, day by day, in newspaper headlines—the kind of "Brotherhood" that undermines Christianity—the kind of "Brotherhood" that bans Bible reading and prayer from our public schools—the kind of "Brotherhood" that works to outlaw discipline in the public schools—the brand of "Brotherhood" that turns public schools into "Blackboard Jungles" of pupils that are immoral, dishonest and brutal, with teachers legally tied to do nothing about it. This is where the intoxication of "rock & roll" takes over from education's Three R's and higher educational goals that these lead to.

There is today, as has always been the case, a real need for the promotion of a true spirit of Brotherhood among men to promote the plan of the Creator. This was Christ's mission upon earth—to promote a Brotherhood among men that would glorify God, recognize Him as Creator of All, and result in the saving of each individual soul. He did not teach "The Brotherhood of Man" where man takes over from God. He taught the "Brotherhood of Christ" and "The Fatherhood of God" only for those who accepted, believed and worked to relieve human suffering and bring others into that "Brotherhood" and that "Fatherhood" that satisfies instead of the NCCJ "Brotherhood"—that



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